IMPROVING STUDENTS' WRITING SKILL IN RECOUNT TEXT THROUGH EDUTECH- BASED DAILY JOURNAL

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Abstract: The research aimed to improve students' English learning outcomes in grade X at SMA Panca Budi. The target was to improve students' ability to write in English. It was known that there were problems found, namely students felt that was really difficult to write their experiences in English. The use of edutech-based daily journals is offered as an appropriate solution because by familiarizing themselves with journal writing, students can also practice their story writing skills. The research method used was classroom action research through 2 cycles. The data was collected using learning outcome test as well as observation and interview. As a result, the students' score in the initial test was only 70.62. Then, it increased to 82.03 in the first cycle test. Then, the value increased again during the second cycle test reaching 94.37 with a 100 percent students whos are getting the passing grade. On the other hand, from observations and interviews, it was found that this edutech-based journal writing habit was able to increase the potential and self-motivation of students in writing English texts. Therefore, it was concluded that the application of edutech-based journal writing habituation is proven to be able to improve students' skills in writing recount texts.

Keywords: *Writing Skill; Recount Text; Edutech- Based Daily Journal*

INTRODUCTION

The world is never static. It always moves dynamically and brings many changes to the people who live in it. Each change brings its own sophistication that can make things easier for humans. However, it has an absolute requirement, namely "adaptation". If humans are unable to adapt, then slowly and surely they will be left behind by themselves.

In the past, to convey messages you had to use fast mail via the post office called telegram. After the telegram, pager comes as a transmitter of short messages between two people. Then it developed again into mobile phones that allowed us to talk to each other. After that, mobile phones continued to develop into smart phones that enabled us not only to talk but also to meet face to face. In fact, now we can also meet face to face virtually with other people in different locations even from abroad.

Changes not only occur in the field of communication between humans but also occur in the field of education, especially in the learning process. If in the past the learning process seemed monotonous with the lecture method and answering questions in books, now it is very different. The learning process is now being coupled with technological advances, thus bringing convenience to the learning process. This is what is called *edutech (education – technology).* The presence of technology in education makes learning activities more effective, interactive, varied and innovative to get student involvement so that multi-directional communication occurs from all students. Thus, the edutech- based learning will stimulate students to explore students' abilities to think critically and analytically, so that they can draw conclusions from lesson material.

This is the mandate of the learning process in Indonesian curriculum named as the Independent Curriculum. The principles that need to be adhered are gathering students' engagement, students' empowerment or independence, and teacher empowerment or independence. Therefore, the government directs teachers to use teaching methods or strategies that are centered on exploring students' abilities in all subjects including English. It is known that English is a global language, so it is important for everyone to master it to be able to compete in this 5.0 era. Everyone is currently required to be able to master English, not only spoken but also written, not only speaking but also writing.

However, it turns out that there are still problems with mastery of English among students, especially for senior high school students. This was also seen when observations done. The students seemed difficult to write their experience in English.They admitted that it was difficult to write a story about their life or experience so that the writing stopped when they went into the third or fourth sentence. That is why recount text genre is chosen in this research because recount text is a text whose content tells about experiences.

Actually, it is not a big problem because it is close to their real life. However, consistent writing routine are needed so that students can write about their experiences easily in a daily journal. A daily journal such a diary book seemed out of date right now. Thus, upgrading technology in education is needed in this case because students in this era live with technology.

Edutech-based daily journal is the use of technology such like spreadsheets in Google Drive as the students' electronic diary book. In this case, students will write their daily stories inside the spreadsheet regularly. By doing this way, they can write anytime and anywhere by using their mobile phone. They are free to write anything so that the habit of writing emerges within them. That is why this study was conducted in terms of knowing about students' perspective about writing skill in recount text through Edutech-based daily journal.

Daily journal writing can be done by spending approximately 10-15 minutes every day. The equipment needed is also quite simple, namely books or sheets of paper put together and a pen or pencil. In this research, daily journal writing was carried out using technology in the world of education (*edutech*). Later, students will be asked to write a daily journal in English in the spreadsheets file in the *Google Drive* that have been made by teachers at the previous. The *Spreadsheets* is likened to sheets of paper in a book that students can write on. The concept is the same but the writing medium is different through the use of technology. Later, the teacher will give different link for each student to maintain the confidentiality of each student's story. The students just need to open the

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Google Drive link by gadgets, to get into their spreadsheets and write when they have time.

Husnunnisa (2003) stated that recount text is a type of English text that retells events or events in the past. The story can be an action or activity before someone writes the text. In English, recount text is a text which retells events or experiences in the past (recount text is a text that tells a series of events or experiences in the past). People often talk about past experiences in everyday life. For example, telling stories about holiday activities such as taking part in competitions, to stories about birthday celebrations, etc.

METHOD

The method used in this research was classroom action research because the main aim of this research is to improve or increase the quality of learning in the classroom through studying problems, analyzing situations and reflecting and evaluating oneself so that there are improvements in the quality of students' learning processes and outcomes; both in aspects: reasoning, skills, social relationships, and other aspects.

This research was carried out over two to three cycles. There are four stages that researchers will carry out in one cycle, namely: planning, action, observation and reflection. The description of the cycle procedure is as follows:
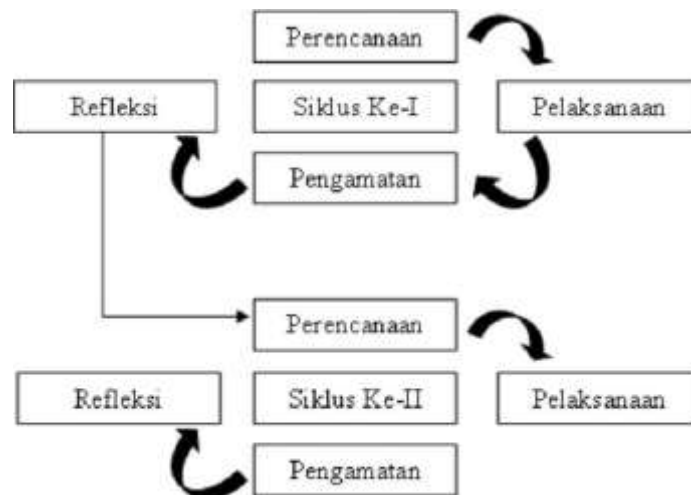
Source: internet.

The detailed activity procedures at each stage are as follows:

1. Planning
Planning is a very important fundamental thing in classroom action research. Activities in this stage are create a learning implementation plan (RPP), prepare media and materials to be used, prepare pretest and posttest sheets, prepare observation sheets, prepare spreadsheets for each student.

2. Action
 The first week
        a. Students are introduced to a daily journal
        b. Students listen to explanations of what students must do in the daily journal

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c. Students areget the link spreadsheets
d. Students are invited to keep a daily journal for one week

Second week
a. One student whose story was selected was asked to share the story in front of the class
b. Another student was asked to share his impressions and benefits of journal writing
c. The teacher and students together discuss the vocabulary and grammar of the two   students' stories that appear
d. Teachers and students discuss the benefits of daily journal writing
e. Students are again asked to write a daily journal for 1 week
f. Students are asked to read material about the recount text

The third week
a. Students are asked about recount text as warming up lesson
b. Teachers and students discuss together about concepts from the recount text
c. Students are asked to create a recount text from their unforgettable experience

The fourth week
a. Selected students are asked to tell their writing in front of the class.
b. Selected students shared their feelings and experiences related to the habit of daily journaling

3. Observation
This observation is carried out during the implementation of the action. The aspects that will be observed during this observation are the attitudes and behavior of students and teachers during learning. This aims to find out what are the advantages and disadvantages of implementing these actions.

4. Reflection
In this stage, all existing data, including values and observation results, will be collected and then analyzed. Then, observations were made about the advantages and disadvantages of the activities in cycle one. If the objectives have not been successful during the learning process and students' learning achievements have not met the minimum completeness criteria (KKM), then researchers will be able to find out all the causes through this reflection. Then, the researcher will try to find the right formula to overcome these shortcomings and apply it to the implementation of actions in cycle two.

RESULT AND DISCUSSION
        Writing an experience is known as recount genre writing in language learning. This should not be a difficult thing to do because the writing material already exists within each student as the writer. This is different from the situation if students are asked to write a news story or argumentative text, which requires students to read many reading

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sources first so that the information in their writing is truly accurate. However, the data obtained during initial observations showed that students were still confused about what to write. As a result, it takes a very long time just to write one or two sentences. There are many things behind this situation. Among them are writing which has not yet become a habit in the lives of our students, limited vocabulary and sentence structure so that they feel unable to string together words in English to form a sentence.

Providing information about the concept of recount text and assistance in the process of developing students' writing habits through more contemporary media, journal-based *edutech* proven to be able to show developments in student competence in a positive direction. Qualitatively, students begin to feel changes in themselves. They admitted that they started to like the activity of writing a daily journal, especially because of the on line sheet.

Quantitatively, this is evident from the changes in student achievement scores from the initial test to the second cycle test which can be seen in the following picture.

Figure Recapitulation of students' writing scores

To find out more comprehensively about progress at each stage, the following data analysis was carried out:

Figure Recapitulation of overall result

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From the data shown in Figure 4.8, it is known that the progress of students' writing skills looks consistent through the results of the writing tests from the two cycles that have been carried out. The increase in value was from an average score of only 70.62 during the initial test, an increase of 11.41 points became 82.03 in the first cycle test, then increased again by 12.34 points to 94.37 in the second cycle test. The number of students who were able to pass the minimum proficiency score also increased from 21 people during the initial test, increased to 28 people, and increased again to 32 people (all students class X-1). These results proved that the application of the habit of writing in edutech- based a daily journal is able to improve students' ability to write recount tex.

Previously, Arysona (2011) had also conducted research on improving writing skills using media-based such *e-mail*. He stated that the use of e-mail is also related to current learning demands, which are expected to utilize ICT (Information Communication Technology) so that learning gets maximum results. Efforts to improve personal letter writing skills using e-mail are carried out by improving the learning process through actions that encourage children to be creatively stimulated in writing. As a result, learning to write, especially writing personal letters using e-mail media for class VII-F students at SMP Negeri 1 Kudus increased. The increase was 45.4%, from 14.4% in cycle I to 59.8% in cycle II. Students experienced changes in behavior in a positive direction after taking part in learning to write personal letters using e-mail. This behavior can be seen as students becoming more active and enthusiastic in learning, as well as becoming more confident in language (Arysona, 2011).

Zainab (2020) has also conducted research on improving students' writing skills through WhatsApp diary writing. From the results of the post-test that has been carried out, it was seen that there has been an increase in students' writing abilities. Students experienced an increase in their writing skills after treatments for three weeks. Improvements also occurred in aspects of vocabulary and grammatical selection used by students in writing when there was a song review task carried out in class for 30 minutes.

Apart from that, in many articles it is also stated that writing a daily journal will bring many benefits not only to a person's physical but also psychologically. A daily journal can improve a person's communication skills. Keeping a journal can help someone can identify negative thought patterns and behavior, find possible causes of these negative problems, prioritize worries and problems, and can even help someone change negative thought patterns into positive self-talk, organize their thoughts and feelings so that someone can more easily identify which stress management tactics work and which do not work for him.

These facts prove that writing a daily journal is indeed good and brings change in a person's life. Not only for writing skills but also for the ability to recognize oneself and increase one's potential.

CONCLUSION

Based on the results of the analysis carried out on existing data from the initial observation to cycle two, the conclusion was obtained that implementation of writing experience through edutech-based a daily journal has been proven to be able to improve children's ability. Quantitatively, this is proven by the increase in student scores when a test is taken. The student's score on the initial test was only 70.62. Then, it increased to

82.03 in the first cycle test. Then, the score increased again during the second phase of the test, reaching 94.37 with a pass rate of 100 percent. Qualitatively, there is an increase in potential and self-motivation in writing. Writing is no longer boring, but instead becomes exciting for them. Students can develop writing with varied vocabulary and good grammar so that the cohesion and coherence of the writing is more visible.

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